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ABSTRACT

The December 2000 meeting of the Working Group on History and History Teaching in South East Europe (SEE) had two priorities: (1) to report on the status of the Quick Start projects and activities which had been initiated after the previous meeting of the Working Group in Strasbourg on December 17, 1999; and (2) to identify new projects and developments for Phase 2, which could be implemented in 2001-2002 once funding had been secured. The Chair stressed that expectations within the SEE region regarding the potential impact of Stability Pact initiatives were high and that each working group was to ensure that their programs of activities met their stated objectives. Prior to the formal meeting, an informal meeting of the project coordinators was held on December 14 to share information about project developments. This report of the formal meeting consists of the following sections: (1) "Introduction"; (2) "Developments in the Programme of Activities since 17.12.1999"; (3) "New Proposals for Financing under the Stability Pact"; and (4) "Some General Observations." Appended are lists of participants and nongovernmental organizations. (BT)

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ED 471 104

Blagoevgrad, Bulgaria, 14-15 December 2000

Meeting of the Working Group on "History and History Teaching in South East Europe"

Report by Dr Robert STRADLING, Leirsinn Centre for Gaelic Affairs, Isle of Skye, United Kingdom

SO 034 437

Council of Europe
F67075 Strasbourg Cedex, France

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The opinions expressed in this work are those of the author and do not necessarily reflect the official policy of the Council of Europe.

I. INTRODUCTION

An informal meeting of the project co-ordinators was held on the 14 December prior to the meeting of the Working Group on 15 December. The main objective was to share information about project developments. Since the co-ordinators also reported on developments to the Working Group as a whole there is no written report on the first meeting. It should be noted however, that the report by Professor KASER and Daniela GRABE has been incorporated into the main report because they were only able to attend the project co-ordinators meeting.

The participants were welcomed by the Chair, Alison CARDWELL, Co-ordinator of the Working Group on History and History Teaching in SEE. A special welcome was extended to the new members, delegates and observers. The Chair began by explaining that the meeting had two priorities which were to:

- report on the status of the Quick Start projects and activities which had been initiated after the previous meeting of the Working Group in Strasbourg on 17 December 1999;

- identify new projects and developments for Phase 2, which could be implemented in 2001-2 once funding had been secured.

She went on to stress that expectations within the SEE region regarding the potential impact of Stability Pact initiatives were high and it was up to each working group to ensure that their programmes of activities met their stated objectives.

Heidrun SCHULZE, on behalf of Task Force Education and Youth, informed the Working Group that Education will now be included in CARDS, the new European Union programme for the Western Balkans. This development was welcomed by the Group.

II. DEVELOPMENTS IN THE PROGRAMME OF ACTIVITIES SINCE 17.12.1999

EUSTORY

Gabriele BUCHER-DINÇ explained that EUSTORY was a network of national history competitions for schools which was financially supported by the Körber Stiftung. The philosophy behind the competition was very similar to the philosophy espoused by the

Working Group, that is, to provide a vehicle for encouraging students to develop historical consciousness through the application of enquiry skills, the analysis of primary evidence and the interpretation of multiple perspectives. Some Balkan countries were already participating in the competition (Bulgaria, Turkey and Romania) but she was looking for more partners within the region and hoped that these could be identified through the Working Group.

She also explained that EUSTORY was now looking to provide some in-service teacher training, especially for teachers involved in the competition. The focus of the training would be on organising local history projects, helping students to work with primary sources, doing oral history, etc. Three workshops were planned for the coming year: one in the Ukraine and two multilateral workshops in venues that were still to be decided. She expressed an interest in the possibility of co-operating with partners who were also organising in-service training for history teachers if the aims and objectives coincided.

The development of Innovative Teaching Materials for History Education in Albania, Bulgaria and "the former Yugoslav Republic of Macedonia"

Joke van der LEEUW-ROORD introduced this project by explaining that the Netherlands Ministry of Foreign Affairs has financed a three-year project with History Teachers' Association in Albania. Bulgaria and "the former Yugoslav Republic of Macedonia" to produce a history teachers' guide. She explained that there had been delays in getting the financing in place, however this had probably been a blessing in disguise since she and her colleagues had already organised 26 seminars during 2000 and so the breathing space had proved helpful. The problems had now been sorted out and the first seminar was scheduled for 1-5 February 2001 to be held in Skopje. The theme will be the teaching of the history of everyday life, but there would also be sessions on the process of developing materials and, in particular, a handbook for teachers.

A second seminar is planned later in 2001 where the participants in the Skopje seminar will be required to report back on the progress made in the development of teaching materials. She stressed that this is a guided project, where the cohort of teachers participating in development activities will get support

but also training in developing and disseminating the project outcomes. It is anticipated that they will go on to be involved in in-service teacher training in their respective countries.

History and History teaching in Southeast Europe: Creating Additional Materials for Teaching Southeast European History

Professor Karl KASER introduced this project by explaining that the objective was to supplement traditional history textbooks by producing additional materials on aspects of cultural history that were common to the Balkan peoples. Developments had been planned around three themes in Balkan cultural life:

- Childhood;
- Gender relations;
- Family history.

Work was being undertaken at two levels. At one level, academic research was being undertaken into each of these three themes which would lead to the publication of scholarly volumes. The research would then be used to develop teaching materials specifically for use in secondary schools across the region. A seminar on Childhood in the Balkans had already been held in Graz. A seminar on Gender Relations in the Balkans was being held in Blagoevgrad at the same time as the meeting of the History Working Group (15-16 December) and the seminar on Family History in the Balkans was planned for June 2001 and would be held in Belgrade.

Professor KASER also reported that they had not experienced any problems in obtaining funding for the project and that it was being financed jointly by the OSCE and the Austrian government.

Board of Eminent Historians

Christel PANTOPOULOU, representing the Center for Democracy and Reconciliation in Southeast Europe, reported that the Board of Eminent Scholars was an initiative of the Stability Pact and had been established to provide guidance, visibility and political support to various history initiatives arising out of the Center's involvement in the programme of activities of the Task Force Education and Youth. The first meeting of the Board was in Thessaloniki on 11 May 2000. Members of the Board then met

with a group of postgraduate history students from the countries of Southeast Europe to discuss their work (topics, sources, methodologies) with their peers and senior historians. It is planned that the Board will meet again in Dubrovnik at the end of June 2001.

Southeast European Joint History Project

Ms PANTOPOULOU then went on to provide information about the Joint History Project which is also hosted by the Center for Democracy and Reconciliation. The JHP was set up before the implementation of the Stability Pact and has not been funded by it. The project is directed by two committees: the Textbook Committee and the Academic Committee. The Textbook Committee, comprising 15 scholars from the region, has organised a series of seven regional textbook workshops, each of which has focused on a different theme:

- The Hungarian legacy;
- Teaching about Cyprus;
- The Macedonian Identity;
- Albania and its neighbours;
- The Ottoman Empire;
- The Former Yugoslavia;
- Religious Education in the Balkans.

The aims of each workshop have been to share information, experience and expertise and to make recommendations for future developments.

The Academic Committee has been organising academic exchanges throughout the region and has also organised three international conferences, each focusing on a different historical theme. The first was on "national memory", the second was on "migration", and the third, which will be held in September 2001, will be on "The Idea of Liberty".

She also announced that the JHP was now implementing a programme of teacher training seminars. The first is on the Balkan Wars and was held in December 2000 with participants from Bulgaria, Greece and Turkey.

The Shared History Project

This is a project, financed by the USA and implemented jointly by Sabanci University, Turkey; Panteion University, Greece and Columbia University, USA. Its primary objective is to initiate joint scholarship between Greek and Turkish historians which focuses on the deconstruction of national hate narratives. A progress report was provided by Vangelis KECHRIOTIS who is the project co-ordinator. The first topic covered by the project was "The burning of Smyrna/Ismir" - a mutually sensitive issue on which two opposing national hate narratives have emerged. Working groups have been established (Greek and Turkish) to examine seven different aspects of the topic:

- The chronology of events;
- The escalation of nationalism up to 1922;
- Social and economic development of the area;
- The month leading up to and the month after the actual burning of Smyrna/Ismir;
- How Greek and Turkish national memories have been constructed around the event;
- Oral history drawn from interviews with families from both sides;
- Work on conflict resolution (which will not be undertaken until the groups working on the other dimensions have reported).

Mr. KECHRIOTIS explained that, as co-ordinator, he was hoping to attend as many of the sub-group meetings as possible. Developments had been delayed because the funding had not been released on schedule; some new specialists had been recruited to the working groups and a strict timescale for the project had now been imposed. The final conference would be held in Ismir in October 2001. It was envisaged that the work on the burning of Smyrna/Ismir would be a pilot project and thought was already being given to other topics and themes to be approached in the same way.

Co-ordination of textbook research, textbook development and comparison in history in South East Europe

This project is financed by the German Government and implemented by the Georg Eckert Institute for International Textbook Research. Representing the Institute, Dr Falk PINGEL explained that they have been carrying out research on the textbooks in use in South Eastern Europe for some time and the

task now was to establish a network through which all the evidence-based knowledge, experience and expertise could be put to use to support the development of a new generation of textbooks in the region. The focus will be primarily on the countries of the former Yugoslavia.

To facilitate this, the Georg Eckert Institute is developing an Internet forum specifically for textbook projects in South Eastern Europe. It will be a means of sharing information and facilitating trans-national communication on common issues and concerns between international and regional textbook experts. At the same time, closer contacts are being forged with authors, publishers, curriculum developers and planners and representatives from the ministries of education. The resulting lines of communication will provide a mechanism for:

- A continuous exchange of information on curricula, textbooks and other teaching materials;
- Introduce textbook authors and curriculum developers to the methods of textbook analysis and comparison;
- Examine issues related to history didactics,
- Establish cross-border workshops for textbook research and the development of new teaching materials.

To actualise the project the Institute planned the following:

- A workshop with representatives from Bosnia-Herzegovina on curricula and textbooks in November 2000, which was postponed because of the elections there;
- The recently created Internet forum, established with support from UNESCO, will be extended to create a virtual South East Europe Textbook Network;
- The annual summer school at the Institute in Braunschweig will be devoted to the topic: The Balkans in Europe and this will be open to all textbook authors working in the region;
- A second workshop, probably on the representation of minorities in textbooks, is planned for March 2002.

Dr PINGEL felt that, although there was a clear willingness on the part of the relevant authorities and agencies within the region to work with the Institute on this project, the concern at the moment was primarily with developing their own textbooks rather than with regional co-operation based on comparative analysis. He envisaged that curriculum development and

planning was likely to be included in the project's programme next year and this would raise the possibility of further cooperation with other Stability Pact projects co-ordinated by the History Working Group.

The Initial Training of History Teachers in South East Europe

Dr Alois ECKER introduced this project which is financed by the Austrian government and jointly co-ordinated by the Council of Europe and the Institute of Social and Economic History at the University of Vienna. The first phase of the project comprises a comparative study of initial training in all the countries of the region. This will entail a questionnaire being completed by ministry officials, researchers, university staff and teacher trainers. It seeks to accurately describe the current situation with regard to the initial training of history teachers in each participating country and to identify the issues and problems and the priorities for development. The questionnaire was discussed and refined by the initial training workshop at the Athens conference organised by the Council of Europe in September 2000 [see below]. The researchers were ready to start but work had been held up because the funding had been delayed. The Working Group Co-ordinator informed the group that the money had now been received by the Council of Europe and work could now begin on this phase of the project. However, the money available was slightly less than had been expected.

The second phase of the project will begin in 2002 with a series of seminars for teacher trainers and others responsible for initial teacher training.

The initial and in-service training of history teachers in South East Europe

Dr. Bob STRADLING reported that this activity had been launched at a Conference on "The initial and in-service training of history teachers in South East Europe" held in Athens on 28-30 September 2000 which had been jointly financed by the Greek government and the Council of Europe. Just over 30 participants from 10 countries in the SEE region had taken part.

The conference had three objectives which were to:

- share information about the current provision of initial and in-service training and to identify priorities for future development;
- identify practical ways of helping history teachers to introduce a comparative regional perspective, to handle controversial and sensitive themes and topics, and to introduce active, enquiry-based learning;
- plan programmes of action for the next three years for initial and in-service training and for the development of curricula and teaching materials.

A pre-conference questionnaire had been distributed to all participants to obtain baseline data and to elicit their views on development priorities and delegates from the Ministries of Education had been asked to produce short national reports on relevant developments in history curricula and teacher training. Dr. STRADLING summarised the findings from the questionnaire because he thought that they might be of interest to other projects.

Main priorities for initial teacher training:

- More extensive practical teaching practice in schools;
- More emphasis in courses on history didactics and pedagogy;
- More training in active learning approaches;
- More emphasis on differentiation, i.e. teaching different ability levels;
- Greater degree of congruence between the content of the history curriculum for initial teacher training and the history curriculum taught in schools;
- More to be done by Ministries of Education to raise the status of history teaching and thereby increase recruitment.

Main priorities for in-service training:

- More emphasis on practical workshops for teachers;
- Compulsory provision of in-service training;
- Better national and local resourcing of INSET;
- The development of suitable training materials;
- The development of national and regional networks for INSET;
- Greater co-ordination between initial and in-service training.

The respondents to the questionnaire also identified a number of topics, themes and periods which teachers often found difficult to teach:

Periods	Topics and Themes
_ Early origins of peoples of the region _ Early Middle Ages _ The Ottoman period _ 20th Century history of the region _ the Communist era in particular	_ Balkan Wars _ Civil wars _ World War II _ Cold war _ Ideological movements _ C20th dictatorships _ Recent conflicts _ The period of transition since 1989 _ The history of everyday life

Various reasons were given as to why these periods, themes and topics presented difficulties but the main ones were lack of suitable teaching materials, difficulties in getting access to primary sources, the sensitivity of some of the topics and themes, the difficulty of teaching them from multiple perspectives and the fact that some of these periods and topics had not been covered adequately in the teachers' initial training.

The conference programme had included a number of interesting keynote presentations but the main focus had been three workshops which met four times during the conference with the same groups of participants to ensure continuity of discussions and practical outcomes. The initial training workshop was led by Dr Alois ECKER of the University of Vienna; the in-service training workshop was led by Joke van der LEEUW-ROORD, Executive Director of EUROCLIO, and the workshop on the scope for introducing more transnational history into curricula and teaching resources was led by Ioanna LALIOTOU of the University of Thessaly. By the end of the conference, all three workshop groups had shared knowledge and experience of current practice, identified priorities for development and produced outline programmes of action that will now be implemented over the next three years.

In-service training of history teachers in South East Europe

This project is jointly financed by the Austrian and Swiss governments and implemented by the Council of Europe and EUROCLIO. Alison CARDWELL explained that a series of seminars

and workshops would be held over the next two years that would build on the recommendations of the Athens conference.

Teacher training seminar in Kosovo

Ms. CARDWELL also informed the Working Group that some French funding had been made available for a seminar on textbooks and in-service training in Kosovo in 2001. The working languages will be French and Albanian.

III. NEW PROPOSALS FOR FINANCING UNDER THE STABILITY PACT

The Co-ordinator referred the Working Group to her letter of 1 December 2000, which was circulated to all of the participants at the Blagoevgrad meeting which suggested that the Programme of Activities should be revised to focus specifically on four areas of history and history teaching in South East Europe:

- Curricula and standards for history teaching
- The initial and in-service training of history teachers
- The development of teaching resources
- History teaching in Higher Education.

Before considering specific proposals for new projects and activities the working Group discussed whether these were indeed the priority areas for future development and whether there were any other areas which should be added to the list.

There was general agreement that the ongoing Programme of Activities should now concentrate on these four areas. Although the original Action Plan had included a separate category for Youth it was felt that projects which had been included under these heading, such as EUSTORY, could easily be incorporated into one or more of the other four broad headings. As Gabriele BUCHER-DINÇ had pointed out, this project pre-dated the Stability Pact and was wholly financed by the Körber Stiftung. The dimension where there was clear potential for an initiative under the Stability Pact, and for cooperation and cross-fertilisation with other projects implemented by the History Working Group, was the in-service training of teachers,

particularly if the emphasis in that training was on active and enquiry-based learning.

It was also generally felt within the Working Group that it would be unwise to use the term 'standards' in conjunction with history curricula. It was recognised that this might be open to misinterpretation given that the term 'standards' tended to be used in a variety of different ways, sometimes in relation to assessment norms, sometimes in association with curriculum aims and objectives and sometimes as a 'catch-all' term which included curriculum content as well. There was also concern that the use of the term 'standards' might encourage the mistaken assumption that the Working Group was seeking to impose a set of common (or even 'western') European standards on history education across the region, which, as one member of the Group put it, might lead to history teachers in the region believing that there was an attempt to replace one ideology with another. It was agreed that the heading 'curricula and standards' would be replaced by 'curriculum planning and development'.

The Working Group then proceeded to consider a number of proposals under these four agreed headings.

Curriculum planning and development

Alison CARDWELL informed the group that Ministry officials in several countries within the region (Albania, Montenegro and Bulgaria) had already indicated to her that they would welcome an initiative that would provide support for the development of new history curricula. Representatives from several other countries suggested that interest in this kind of initiative might be even more widespread. She suggested that this could be drafted as a three-year project which would begin with some sort of stocktaking activity (either a conference along the lines of the Athens conference on teacher training or via the Georg Eckert Internet forum, or both). The next phase of activity would entail a series of advisory meetings where small teams of curriculum development experts would work with Ministry officials in each participating country. The primary role of the visiting experts would be to share ideas, experiences and expertise and provide illustrative material (including curriculum guidelines and models used in other countries). The final phase of the project would be a regional seminar to review progress

and to share information about the implementation of the new curricula.

The initial and in-service training of history teachers

It was recognised that priority had already been given to this area in the quick start projects initiated this year (2000) and that these projects would continue throughout 2001 and in some cases into 2002. There was a consensus in the Group that ongoing and future activities under this heading should give emphasis to:

- Training the trainers;
- Helping teachers trained in more traditional approaches to history teaching to incorporate active and enquiry-based learning into their work Being informed about such methods was not enough; they needed some practical experience of them and they also needed advice on how to strike a balance between the traditional and the innovative.

Two potential initiatives were proposed:

i. *How to teach the history of communism*. This would follow a similar format to the ongoing project, *Creating Additional Materials for Teaching Southeast European History*. That is, phase 1 would focus on the teaching of the history of communism and the communist era in university history departments, while phase 2 would focus on how to teach the history of communism in secondary schools. The chair informed the Group that a proposal to organise an international conference on this topic sometime in 2001 in Romania had already been put to the Council of Europe (but not specifically to the Task Force Education and Youth). However, it was acknowledged that this proposed conference focused specifically on secondary school teaching and that the Higher Education dimension of this new proposal was quite distinctive and might dovetail with the proposed conference and any subsequent in-service training workshops that might be provided.

ii. *The pedagogy of cultural heritage*. This idea was proposed by Professor Rayna GAVRILOVA (Bulgaria). There was some discussion about whether this topic extended beyond the boundaries of history education and it was generally felt that any proposal would need to be very specific about the meaning of

the term 'cultural heritage'. Professor GAVRILOVA stressed that she was using the term in a broad sense and not equating it just with monuments and buildings. It was also felt that the proposal would need to specify what was distinctive about the **pedagogy** associated with the study of cultural heritage.

The development of teaching resources

Again it was recognised that several ongoing projects would lead to the development of textbooks, teaching materials and teacher guides. However, the Working Group also identified several areas of development for 2001-2002.

i. Social and Cultural Life in the Ottoman Empire 1400-1800

Jasmina DJORDJEVIC (Montenegro) introduced this proposal by observing that it was very difficult to do research (and therefore to produce the material that could be converted into teaching resources by pedagogic experts) on social and cultural life in the region, particularly during the period 1400-1800. This partly reflected the concerns of the Imperial governors (i.e. more likely to keep records on garrisons, trade, etc) and much material had also been destroyed. However, there was still a good deal of material held in the archives in Istanbul but it was difficult to access and difficult to obtain copies of relevant material. She proposed a joint project involving researchers and pedagogic experts from the Balkan countries and from Turkey. There was support for this proposed project from participants from Bulgaria, the former Yugoslav Republic of Macedonia", Montenegro, Albania and Romania. Further discussions led to the following outline proposal:

Phase 1: Establish a cross-border working party of researchers and pedagogic experts to identify the themes on which the project will focus and to steer the project. It would be critically important to avoid unnecessary duplication with other projects. Identify sources of funding for the project. The Council of Europe to meet with representatives of the Ministry of Education in Turkey to negotiate and establish a framework for co-operation between the project and the Archives in Istanbul.

Phase 2: A specialist on the Ottoman period to be sub-contracted to undertake an initial document search on the

themes specified by the working party to identify what is available by country and region and to identify the gaps.

Phase 3: Scholarly research to be undertaken by members of the working party on the selected themes of social and cultural life in the Balkans 1400-1800 leading to publications and a regional conference.

Phase 4: Pedagogic experts using the resulting research to develop teaching materials for secondary schools.

It was noted that this project proposal was likely to make a contribution to three of the four development areas identified by the Co-ordinator: curriculum planning, resource development and higher education.

ii. Extension of existing projects into other countries within the region

This possibility was raised by Joke van der LEEUW-ROORD, Falk PINGEL, Vangelis KECHRIOTIS and Gabriele BUCHER-DINÇ.

History Teaching in Higher Education

A number of ideas were raised in discussion which now require further elaboration. Christel PANTOPOULOU informed the Working Group that the Center for Democracy and Reconciliation in Southeast Europe was planning to hold another workshop for postgraduate history students from the region in Dubrovnik, Croatia on 28-30 June 2001. This would follow the model established by the workshop held in October 2000.

Vangelis KECHRIOTIS, on behalf of The Shared History Project, reminded the group that he and his colleagues were currently considering other themes and had had useful informal discussions about possible developments with individual members of the Group. The SHP had been considering that the next topic might be Cyprus but he was aware that Cyprus was not currently included within the Stability Pact. However, the issues of partition, security of borders and territorial conflicts clearly had relevance to and resonance for much of the region.

Jean-Michel LECLERCQ (France) proposed a regional conference for historians around the theme: 'national history and the nation state'.

Dr Carol CAPITA (Romania) proposed the development of a training programme for University lecturers who train history teachers which would focus primarily on pedagogy and didactics. He suggested the model developed by Professor Alan Booth of Nottingham University, UK.

Deadlines for Proposals

The Co-ordinator of the Working Group reminded members that proposals for new projects under the Stability Pact must be sent to her by no later than **15th February 2001.**

IV. SOME GENERAL OBSERVATIONS .

Although the deliberations focused mainly on ongoing and future projects a number of general issues also emerged.

It is clear that a number of ongoing and proposed projects share common aims, approaches and target audiences. Duplication of effort is not really a problem unless the same small coterie of people attend every workshop, seminar and conference. Instead this common ground suggests that there is yet more potential for cross-fertilisation and cooperation between projects. Marino OSTINI (Switzerland and representing the Education Committee of the Council of Europe) highlighted the need to explore the potential for co-operation with the Stability Pact Working Group on Education for Democratic Citizenship, particularly in the area of teacher training. He also emphasised the value of working with other organisations and networks, such as UNESCO and, in this respect, suggested that the Working Group should contact UNESCO and ensure that the historical dimension will be properly covered in their forthcoming World Conference on 'Learning to Live Together'.

It was also recognised by the Working Group that every history project team needed to take steps to ensure effective dissemination of project outcomes. It was emphasised that all proposals for new projects must incorporate realistic cost

estimates for dissemination, including translation and distribution costs. The initial Action Plan for history, drafted at the workshop in Graz (October 1999) and revised at the subsequent International Conference on "Educational Co-operation for Peace , Stability and Democracy"in Sofia (November 1999), had emphasised that dissemination was an integral element of the Working Group's Programme of Activities and should not be regarded as an afterthought to be planned and financed after the projects had been completed.

Effective dissemination is one aspect of the process of ensuring that the outcomes of the various projects initiated and promoted by the Working Group become firmly embedded in the practices of universities, in-service training institutions and schools. Another aspect of that embedding process is the need to identify potential 'multipliers': i.e. personnel within each country of the region who are in a position to disseminate innovative practice. Such people are not always innovators and developers themselves; their 'multiplier potential' may lie in their particular roles or posts or in their skills as trainers of others. This serves to highlight the importance of ensuring that national and local Ministries of Education are not only kept informed of developments but are also encouraged to 'take ownership' of them, a point particularly emphasised by Professor KOCABASOGLU (Turkey) and echoed by others. History is a compulsory element of the school curriculum throughout the region. The agencies of civil society can support and promote change but widespread curricular changes will not be possible without the active participation of the Ministries. One final dimension of 'embedding' which also needs to be addressed is the importance of providing a means whereby individuals from the region who participate in History projects also acquire the knowledge and develop the expertise to establish, raise finance for and implement their own projects.

Finally, the question of project evaluation was briefly discussed. This raised a number of issues. The majority of projects implemented by the Working Group are not financed directly through the Stability Pact. Project leaders are already accountable to their individual sponsors who have their own evaluation procedures. Concern was expressed about the amount of additional work involved in providing evaluative information at different levels, particularly if the evaluative criteria were different. Heidrun SCHULZE reported that there was

no money specifically allocated to evaluation and that what the Task Force had in mind was 'soft evaluation', i.e. self-reporting by the project teams. The general view of the Working Group was that this would be highly unsatisfactory and that it would be difficult to draw a clear line between self-evaluation and self-promotion. The majority view of the Group was that there should be independent evaluation which was properly financed and carried out according to transparent, agreed criteria.

Next meeting

Date still to be determined, but the Co-ordinator anticipated that it would be held in November or December of 2001, probably in association with a conference or seminar organised by one of the projects.

APPENDIX . LISTE OF PARTICIPANTS .

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